**K-5 Math Lesson Plan**

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| **Teacher:**  **Ms. Johnson**  **Ms. Southard** | | | **Grade: 2nd** | | | **Date(s)**: Task 3 Day 5 |
| **Unit Title:**  Unit 1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**   * How do I compose numbers up to 1000? * How do you know the value of a number? * How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  various numbered index cards  Alligator puppet (make sure to print off and make one for the lesson) <http://www.abcteach.com/documents/paper-bag-puppet-animals-alligator-18036>  Cd player and a Cd (musical chairs)  Classroom chairs  Deck of cards  Handout title comparing numbers  <http://www.superteacherworksheets.com/place-value/greaterless-3digit_TWRBN.pdf> | | **Student:**  Index cards with three digit number  Handout Comparing numbers  Deck of cards | | | **place value**  **hundreds**  **tens**  **ones**  skip count  **counting on**  **greater than**  **less than**  **equal to**  base ten  **\*Bold face words are used inside the lesson** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  | | --- | | ***2.NBT.4***  *Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.* | | | | | | |
| **I Can Statement(s):**   * I can use base ten numerals to read and write numbers to 1000. * I can use number names to read and write numbers to 1000. * I can use expanded form to read and write numbers to 1000. | | | | | |
| **Activating Strategy/Hook:** (Musical chairs)  Before playing musical chairs prepare three digit index card necklaces. Distribute to each student a three digit necklace. Inform each child to put their necklace around their neck with number facing their shirt (not revealing the number). Place classroom chairs in a straight line. Allow students to walk the chairs while music plays until the teacher stops the music. Allow the student who was not able to sit down challenge another student for their chair. Ask both students to reveal their number s and whoever has the largest card is the one wins the seat and the other student will sit down until the game has been completed. Continue musical chairs until one child is left! | | | | | |
| **Teacher Directed:**  Introduce the vocabulary terms greater than and less than as well as equal to by writing on the board and discussing the meaning of each word by showing examples. Then show students the Alligator puppets (see materials) as you discuss the hungry alligator and his purpose which is to eat the larger number. Ask students to think of random three digit numbers as the teacher calls on a student record on the board. Once two students have volunteered their numbers, ask the entire class depending on the direction of the alligator to read the number sentence (ex: 843 is greater than 100). Once the class identifies the correct answer instruct students to give an alligator clap. | | | | | |
| **Guided Practice:**  Place students in groups of two. Give each group a deck of cards along with a place value handout (see materials). Have each student in their groups shuffle and place the deck on a flat surface. Instruct students to draw and place cards horizontally and record their number on their place value handout as well as compare their value. Inform each student that they must also record their partner’s number on their sheets as well. The player with the larger number wins the larger number wins all cards in that round. As a group they will then determine is if their number is greater than, less than, or equal to their number and record on their sheets. Continue activity until each person in the group has completed the game and have completed the handout. | | | | | |
| **Independent Practice:**  Allow students work independently on handout titled comparing numbers. <http://www.superteacherworksheets.com/place-value/greaterless-3digit_TWRBN.pdf> | | | | | |
| **Closing/Summarizing Strategy:**  Allow students to share their findings from their work on the front board. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Allow high leveled children to come up with four digit numbers. Allow those students compare those numbers using greater than, less than and equal to | | | Allow students to complete a smaller amount of math problems on handout titled comparing numbers. These particular students can also use a number chart. | | | See guided practice- once students discover their number sentence ask open ended questions such as How do you know 183 is greater than 99. Allow students to record their answers in journal. |
| **Assessment(s):**  Exit Ticket- Ask each student to compare random numbers using greater than, less than and equal to. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |